M E. STEARNS

College News

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GERMAN SONG RECITAL.

Under the auspices of the Deutscher Verein, Mr. A. L. Denghausen gave a most delightful song recital at Billings Hall, on the evening of January seventh.

Mr. Denghausen's program was an exceedingly attractive one, containing many of the best-known songs from the famous German composers. Beginning with Schubert and Schumann, and their simpler, but no less beautiful style of song, he ended with the more complicated and studied compositions of Brahms, Wolf and Strauss, interpreting all with a great delicacy of feeling, and with a certain restraint. Between these two divisions of his program, Mr. Denghausen sang a number of charming Volkslieder, for which he played his own accompaniment. The pathos and humor of these songs were well accentuated, and much appreciated by the audience. The program was as follows:

SCHUBERT:
Wohin.
Ungeduld.
Der Neugierige.
Die Post.
Im Dorfe.
Täuschung.
Am Meer.
Der Erlkönig.

SCHUMANN:
Frühlingsnacht.
Du bist wie eine Blume.
An den Sonnenschein.
Schöne Wiege meiner Leiden.
Wanderlied.

VOLKSLIEDER:
An den Mond.
Hohellied.
So viel Sterne am Himmel.
Der Rattenfanger.

BRAHMS:
Sandmännchen.
Minnelied.
Vergebliches Händchen.
Wie bist du, meine Könegin.

HUGO WOLF:
Gebet.
Der Musikaub.
Fussreise.

STRAUSS:
Traum durch die Dämm'rung.
Kling.

The Preparation of the High School Teacher.

On Monday evening, January 9, Professor Paul H. Hanus, Professor of Education in Harvard University, gave an address upon the subject: "The Preparation of the High School Teacher." Professor Hanus pointed out the various causes which have obstructed the appropriate development of the training of college-bred teachers for high-school work, such as the indifference or hostility to such training sometimes shown by advisers of prospective teachers, and failure on the part of some superintendents to appreciate the value of professional preparation in candidates for school positions.

The personal qualities of the prospective high-school teacher are of the utmost importance. Some persons ought never to be teachers. "What we want first of all in candidates for the teaching profession are the qualities that mark the gentleman and the lady; then we want physical vigor, moral health and strength, and intellectual attainments and power."

One of the most important elements of the teacher's professional equipment is adequate scholarship—"scholarship that is at once broad and deep." The secondary teacher must be able to kindle intellectual enthusiasm in his pupils, to impart richness and breadth to his subject. It is a mistake to suppose that technical training can take the place of scholarship. It is equally a mistake to hold that scholarship per se ensures teaching ability. It is no more true that "the teacher is born and not made" than it is that the physician is born and not made. Genius will succeed in any profession in spite of lack of professional preparation, but it must be remembered that the majority of high-school teachers are not geniuses.

Teaching ability is, therefore, a qualification that must be added to personal qualities and scholarship. "Scholarship must be overhauled from the teacher's point of view." The teacher must ask himself: "What ought the pupil to get from this subject under my guidance?" "Conscious aims, clearly and discriminatingly defined, constitute an important part of the teacher's professional equipment."

The teacher must therefore study his profession. He must study the child and individual children. The attitude of insight and sympathy must be developed through the study of principles of education and related subjects. He must also have a professional horizon: he must see his own work in relation to the work of his colleagues. He must know the origin and development of high schools, and must view the high school as a social institution.

But his horizon is still too narrow if he knows nothing of the history of the great profession into which he is entering. "The history of education is the history of culture." The ideals embodied in educational writings are a source of fruitful thinking on educational theory and practice.

To this should be added proper facilities for observation of schools and teaching and a certain amount of practice teaching supervised by departments of education.

DR. CARTER'S LECTURE.

On Wednesday afternoon, January 11, Dr. Jesse Benedict Carter, director of the American School of Classical Studies in Rome, gave a most interesting talk on the "Master Builders of Ancient Rome." Those of us who were privileged to hear him were held throughout by the clear, enthusiastic delivery of his lecture—the subject of which was so far-reaching as to have easily stupefied us. Professor Carter sketched vividly and in considerable detail the work of the various great men who together made Rome what she has been to the world. Even before the coming of man, he said, the site of Rome had all the requisites of a great city—all the valuable material which was later to be used for building her walls and castles. The first men that settled in that vicinity were a race of which we know little—nothing except that they were a seafaring people, that they inhabited all the Western Mediterranean, and that they have left a few remains, such as the Dolmen and Stonehenge. Then came the Italic race across the Alps somewhere from the North. These were a simple, agricultural people who did not form big cities or build great walls, as we would suppose, but merely barricaded themselves within little villages; a people who had practically no religion, no ideals, no wish except for the continuance of plenty. These people were not Romans yet, for, as Dr. Carter said, they had not yet had the teaching from the outside world to make them so. Rome, he pointed out, is really only a force, an attitude of mind, the ability to grasp things from others and adapt them to herself. This belief does not in the least diminish her power, as would at first appear; it merely represents how, from the very beginning, Rome was a spiritual idea.

When the Etruscans came from Babylon, through Greece, over the Mediterranean and thence through Egypt to Italy, the first Romanizing began. The Etruscans were a mixed race, and therefore brilliant but short-lived. They loved the city life, and it was they who made the city of Rome. Now occurred the first unification of those little towns into one organized state with the first idea of patriotism attached to it. The temple to Jupiter, Juno and Minerva, on the Capitoline Hill, was an Etruscan temple; the Etruscans began worshipping the temple of Jupiter Optimus Maximus, and Rome itself is an Etruscan name. Thus Rome goes forth into her history. Professor Carter remarked here that it is time, not distance, that counts in the developing of a country; that Rome would never have fallen apart if she had had railroads, telegraphy and the other modern equipments we have to-day; that the United States has done probably as much in one hundred and fifty years as Rome did in two hundred. These two hundred years of Rome's development were not, with but a few exceptions, such as Appius Claudius, Dr. Carter said, years of much building. Not until the time of the two Gracchi was any great originality shown. These two patriotic men, in spite of their well-meant intentions, really accomplished nothing except harm for Rome. Tiberius, in order to effect his purpose, broke the law, the results of which example have caused some of the greatest evils in every large country. Gaius, in his turn, made the beginning of our big modern problem, socialism, by using the people to accomplish ends for the government. Dr. Carter added here that, in the interests of everyone, socialism is an attack that must be conquered and succeeded by individualism. The next master-builder was Gaius Marius, who gave Rome her army; then Sulla made the foundations for her constitution, which Augustus was to complete. Next in line came Pompey, who, Dr. Carter said, really did nothing permanent for Rome. Julius Cæsar, although beginning many valuable ideas, did really not succeed in his work, his failure of which was due partly to his short life and partly to his inability to make people work with him. Professor Carter declared

(Continued on page 4.)

College News.

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EDITORIAL.

Blessed are fools, for theirs is the kingdom of laughter! And happy are we, for having them here. You can always tell one by a certain elasticity of gait, a certain gleam of eye, a potential doubling-up-ness, that does not belong to ordinary mortals. They are always very ready to declare themselves fools; they were born to their estate, they say, with a hint of royal assurance. Indeed, a fool can no more be made than a poet! Always desirable, fools become sometimes very necessity of very necessities. You sit in gloom and wonder seriously if half the college isn't hopelessly dull, and the other half hopelessly selfish; if "college spirit" isn't an unknown quantity, and the joy of living a fiction invented by some weak-brained ancestor—when lo, a fool! Presently a grin, broad as a barn-door, breaks up your erstwhile cast-iron countenance; you titter, gurgle, roar—and realize that you ate sardines and fudge-cake in the dead of the night before, and that your cynicism does not therefore spring from human depravity. You are even rather ashamed of yourself, instead of priding yourself on your superior perspicacity.

After that, life goes better. Things "strike you funny." You "nearly die" whenever you meet anybody else afflicted in the same way. Your humorousness is not hysterical or even very silly, for the kingdom that fools inherit lies in the land of sanity and kindliness And that is only one way of saying that, after all our self-analysis, our painfully-conscientious criticism of our "attitude," our struggling for "perspective," "balance," and all our other misty desiderata, the person who can laugh at us and herself is a very wholesome and generally agreeable person. Because, after all, we are very funny! With all honor to midyear grinding, we will not know very much when we get through college—or the ages. Yet we go at problems that are white with age, we get proctored Sunday nights discussing immortality, freedom of the will and the ultimate reality—should the gods the giftie gie us, how very humorous we would see us! Of course, it is just as well, perhaps it is imperative, that our ideals should sometimes plunge us into the depths of despair; but how warm should our gratitude be to the kind souls who throw the plank of humor into our mire! For their sakes and our own, let us laugh more, if we are not of the laughing kind. We will keep our desiderata and our watchfulness, we will not forget our hoped-for dusting of the old universe, but we will remember that the sun is almost always shining, and that when it does not, there is rather apt to be a mist on the lake. You see, it is not altogether that we take ourselves too seriously—it is partly that we do not take the world at all. Many a day we wake thinking "If I can live this day through, I'll be glad! Five recitations and gym!" We have forgotten entirely the delight with which we used to hail a day as a new plaything—but the fools have not. Let us back to our old zest for life and living!

If you are the laughing kind—but if you are, perhaps you are a fool yourself! If you are, the editor wants to stop writing to shake hands with you and ask you if it isn't really very good fun!

The Lamp Posts Given by 1880.

Every one in college has, no doubt, by this time, had occasion to notice the handsome bronze lamp-posts being set up in front of the Library, to take the place of the unsightly poles which have so long disfigured the spot. The new ornaments are the gift of the class of 1880. At their last reunion, having seven hundred dollars or so in their treasury, and desirous to present Wellesley with something both valuable and serviceable, the class, to quote Professor Bates (president of 1880), "decided that their light could best be made to shine by giving a number of ornamental lamp-posts" to replace some of the ungainly electric light poles now patroling the campus. Two of these ornamental lamp-posts have already arrived and, as has been said, are being set up in front of the Library. When the others come they are to be placed in pairs along the walk from the Library to College Hall. 1880 hopes that their example will be followed by others so that in time the whole campus may be lighted in this way. The new lamp-posts are exceedingly elegant, simple, and graceful in design. 1880's name is carved on the base of each one. Wellesley of the present should and no doubt will feel deeply grateful to the class of 1880 for the great improvement.

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COLLEGE CALENDAR.

Wednesday, January 18, at 4.30 P.M., in College Hall Chapel, a lecture by Prof. A. B. Hawes on "Roman Africa."

Friday, January 20, evening, in Jordan Hall, Boston, presentation of the "Spanish Gypsy" by the Boston Wellesley Club.

Saturday, January 21, afternoon, in Jordan Hall, Boston, second presentation of the "Spanish Gypsy."

Saturday, January 21, at 7.30, in the Barn, Barnswallows.

Sunday, January 22, at 11 A.M., service in Houghton Memorial Chapel. Sermon by Dr. Henry Van Dyke of Princeton, New Jersey.

At 7.00 P.M., in the chapel, vespers. Special music.

Monday, January 23, at 7.30 P.M., in the Barn, Alliance Française play.

COLLEGE NOTES.

Josephine Preston Peabody's play, "The Piper," is being produced in London by the same company that presented it so charmingly at Stratford-on-Avon. It is proving one of the successes of the season.

Miss Frances Taft, 1909, gave a talk on the attitude of the foreign missionary at the Agora House last Sunday afternoon.

At the meeting of the Social Study Circle held last Tuesday evening at the Tau Zeta Epsilon House, Mr. Ohsool, member of the Second Russian Douma, and Mrs. Delano lectured. The meeting was a Tolstoi Memorial.

The Thursday evening meeting of the Christian Association was led by Carol Williams. Miss Blanche Fishback led the village meeting.

On January 16, the members of Economics 6 class visited the Woman's Reform Prison in Sherborne, Massachusetts.

The Class of 1912 had a class tea on Saturday afternoon at the Agora House in honor of Frances Taft.

Professor John Franklin Brown, Ph.D., has been appointed lecturer in Secondary Education and has charge for a part of the year, of the class of graduate students in Secondary Education. Professor Brown was formerly Professor of Education in the University of Iowa, and has recently made an extensive study of secondary schools in Europe. He is also the author of well-known books on educational subjects.

STUDENT GOVERNMENT ASSOCIATION.

The attention of all members of the Student Government Association is called to the date and time of the next business meeting, which is to occur at 7.30 P.M., on Friday, January 27, 1911. The attendance at the last meeting was very small. The entire student body is asked to co-operate in making this meeting a success.

NOTICE—ALLIANCE FRANCAISE.

The Alliance Francaise will present:—"La Souris," Comedie en trois actes par Edouard Pailleron, de l'academie Francaise, at the Barn, Monday evening, January 23rd, 1911, at 7.30 sharp. Tickets at fifteen cents, sold at the elevator table 9.00-12.30 Thursdays and Fridays. Geraldine Howarth, 120 College Hall and Alice Butler, 80 Shafer, will sell tickets any day, 8-8.20 and 5.30-6.

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Our $700.00 is still partly visionary. The report next week will be by houses. Let's see how much of the $700.00 we can get. It will make the outlines of our Student Alumnæ building more clear.

NOTICES.

It is hoped that all can so plan preparation for examinations as to reserve Monday evening, January 30, to attend the lecture by Professor Aitken of Lick Observatory, Mount Hamilton, California. Professor Aitken will speak on his own special department of Astronomy, Double Stars. He has himself examined five thousand close double-star systems with the great telescope of the Lick Observatory, and calculated the orbits of the components.

A second-hand "Hammond" typewriter for sale. In very good condition. Inquire at 46 Norumbega, Mildred Jenks.

AT THE THEATERS.

SHUBERT: Marie Cahill in "Judy Forgot."

MAJESTIC: "Madame X."

HOLLIS-STREET: David Warfield in "The Return of Peter Grimm."

"The excellence of the supporting company adds much to the play's effectiveness."—The Herald.

BOSTON. Mme. Sarah Bernhardt.

"Beauty and simplicity are uppermost in her acting."—The Transcript.

COLONIAL: "The Dollar Princess."

TREMONT: "Ziegfeld Revue Follies of 1910."

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GLOBE: "The Rosary."

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(Continued from page 1.)

DR. CARTER'S LECTURE.

that Augustus was the truly great man of his time—one of the most charming figures in Roman history, and perhaps the greatest diplomat the world has ever known. He realized what Julius Cæsar had not—that in order to succeed he must conceal his ability, he must forever withhold all claims to his being a great man. But in reality he built up Rome, made her a lasting power and unified her people by instituting a common religion, which was the worship of their emperor. The emperors following Augustus, Professor Carter went on to say, do not deserve mention, with the exception of Nerva, Trajan and Hadrian. Finally, the empire grew so large that one ruler could not compass it, and it was divided. Then Constantine, realizing that Rome was no longer the middle of the kingdom, moved the capitol to Constantinople. At this point we would suppose that Rome would cease to be a great city, and it is most significant, Dr. Carter showed us, that her power was not in the slightest degree diminished, which fact again reminds us that Rome stands for a spiritual idea, and is therefore permanent.

Between the birth of Christ and the time of Constantine, another important master-builder deserves attention. The apostle Paul was the first to preach that Christianity was not meant exclusively for the Jews, but also for the Romans; so he carried his religion to Rome. After Constantine's time the Barbarian tribes began to migrate, and in 410 the Visigoths accomplished what no one had been able to do for eight hundred years—gain admittance within the walls of Rome. Of course it was inevitable then that the Romans, who believed that a religion was meant only for practical purposes, should think that it was this new faith, Christianity, that had brought the curse upon them and should wish to abolish it. At this point another great master-builder began his work. Augustine, after having been baptized by Bishop Ambrose in Milan, helped to solve the problem of Rome's religion by preaching to her people that, even if Rome should fall, there was another great city—the City of God, which belonged to them. These prophecies of a purely spiritual Catholic church were too advanced, however, for the Romans to understand, and it was left to the next master-builder, Benedict, to develop their religion. Benedict and his followers, Dr. Carter said, were the beginners of monasticism. At this time, this practice was not mournful or hysterical, but joyful and practical. The Benedictines copied valuable manuscripts, were both schoolmasters and pioneers, and were in general the great civilizing force of Europe.

However, Rome was, and is, something more than mere culture written down in books. If she were not, she would be no more than Greece is to-day; but it is because she was essentially a living organization that she occupies her present position. And it was the next, and one of her greatest master-builders, who made this possible. At this time there were only two or three thousand people left in the deserted city, who were surrounded on all sides by the devastating Lombards, with no one to take the lead. Gregory the Great now stepped to the front simply because there was no one else, and gaining the people's confidence and co-operation, and summoning the aid of the Franks, who were also haters of the Lombards, finally succeeded in turning them away. Thus, with the coronation of Charlemagne, a new line of master-builders began, with Rome now as the religious and spiritual center of the world.

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NURSING AS A VOCATION FOR WOMEN.

On the afternoon of Saturday, January 7, 1911, Miss Sara E. Parsons, head of the nurses of the Massachusetts General Hospital, gave a short talk on the home-making value of training as a nurse and on nursing as a vocation for women. In proof of her first point she enumerated outside of the care of the sick, other useful subjects, such as Home Economics, Dietetics, Hygiene and other things in the line of preventive medicine.

Various positions open to the trained nurse were spoken of: private nursing at twenty-five dollars per week with increase on special cases; positions with doctors as office nurses, or as surgeon's assistants at from seventy-five to one hundred dollars a month, and the added advantage of being able to live in one's own home; positions in the army and navy paying from forty to one hundred dollars a month according to length of service, this being increased during service abroad; district nurses are also much in demand, the work for them being much harder and bringing in less monetary recompense. There are also places in social service for the nurse, paying from one thousand to twelve hundred dollars a year, such as positions at milk stations for sick babies, at settlement houses, or as superintendents or matrons of various homes and the like. School nurses are now being introduced into all the larger cities who examine the children, report to the doctors and investigate home conditions, and the missionary field is a wide one.

Three years are required in preparation for this sort of work and only persons of good health and constitution are advised to attempt it. The expense of the years of training amounts to little; in fact, girls have been known to get along on fifty dollars a year outside of the allowance given her by the training school for her laundry and small personal expenses.

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LECTURE ON COLOR BLINDNESS.

Professor Hayes of Mt. Holyoke gave an interesting lecture for the Philosophy Club on Friday evening. The lecture was illustrated throughout by tests for color-blindness.

The problem of color-blindness, Mr. Hayes says, is quite recent. The first case was recorded in 1777 by Mr. Schoonmaker, an Englishman, who discovered that he could not tell the color of cherries on a cherry tree from that of the leaves. In 1794, Dalton, an English chemist, made the first scientific examination on a case of color blindness. The Germans became interested in the problem, and in 1835 Zabeck published a work on it. Interest in the practical side of color blindness developed, engineers and pilots were examined, and a Swede, Mr. Holmgren, investigated thirty thousand people; he also invented a test now used in testing railroad employees. This test consists in selecting bunches of colored worsted, those that match a given sample, green, for example.

The two varieties of color-blindness are congenital and acquired. Congenital cases are classed as achromats. those having no colors; dichromats, those having two colors. Normal people are called trichromats. This classification is based on the Helmholtz theory, which supposes three color substances in the eye. There is great difference of opinion as regards the classification of acquired cases of color-blindness.

As regards the sensations of these victims, the achromats do not see colors as such. but as grays. The dichromats are subdivided into three classes, deuteronopes or green-blind, and protonopes or red-blind; the former see red and green alike, and the latter see red and black alike. It is true only in extreme cases that dichromats lose reds and greens and see only yellow and blue; many cases have green or red sensations in some degree. Monocular cases are the best for experimentation, but only six such have been recorded, and all of these have some sensation of red or green. Mr. Hayes, by applying a standard test on a monocular case, has proved that there are cases of typical color-blind people seeing greens. The third class of dichromats are tritonopes, those having blue-yellow blindness, of which there is no well authenticated case.

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Anomalous cases are of two types: those who see too much red, and those who see too much green in a mixture. It is claimed that there are two characteristics of anomalous cases: color weakness and sensitiveness to contrast. Anomalous color-blindness is in the fovea, so this variety is quite as dangerous in an engineer as any other variety would be.

There is an object in Germany in being color-blind, i. e., to avoid certain positions in army service, and so many methods of testing color-blindness have been invented to avoid evasion.

There are no statistics of total color-blindness, and it is very rare. The frequency of partial color-blindness is not definitely known. Color-blindness is supposedly rare among women, and this fact is proved by the statistics that, out of one thousand and fifty Mt. Holyoke women who have been tested, only six cases of partial color-blindness are found. Quakers, Jews and the uneducated are thought to be color-blind, but there is no proof for such an idea. Four per cent. of the yellow race are color-blind. South Sea Islanders show more blue-yellow blindness tendencies than red-green.

Color-blindness is hereditary, but it skips the women. Two exceptions to this rule have been found by Mr. Hayes.

The causes of acquired color-blindness are several. A drug like santonine may cause it temporarily, or excessive use of tobacco or alcohol, or a disease in the retina, optic nerve or brain. The causes of congenital blindness are unknown. The Helmholtz theory claims that one substance is lacking. Acquired color-blindness disappears when the disease causing it is cured, but congenital cases cannot be cured.

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PARLIAMENT OF FOOLS.

Every morn Pa sends me clippings
From those yellow journals bad,
And at eve I get from Mother
Notes of Wellesley's latest fad.

If we only could live up to
All this grand publicity!
As it is, we shrink beneath it;
Cling to cloistered modesty.

Those violets by the mossy stone,
Those flowers born to blush unseen,
Are raised to fame all glorious—
Naught can escape reporters keen.

FREE PRESS.

I.

Last week, conspicuously posted on the doors of College Hall, was the legend, "Skating safe only in College Hall Cove." The bounds of College Hall Cove are indefinite enough, to be sure, but certainly no one mistook the far end of the lake for the cove. Yet there were dozens of girls who skated away beyond these set boundaries—"it looked all right," they said, and the slight risk probably attracted some of them. It never occurred to these girls that much of the future pleasure of other people might be sacrificed if any accident befell them, that perhaps next time the authorities would wait until the whole lake was safe, before giving permission for skating. If you don't mind risking your own lives and limbs, pray give a little heed to the selfish cry of those who want their sport safely and often. 1911.

II.

A Freshman Class as a whole is not usually "gullible;" yet about midyear time each individual seems ready to believe every story told by an upper classman—and the upper classmen seem to find a delightful sort of humor in combining the ideas of "Freshmen" and "midyears;" a humor which is entirely one-sided, for they often do not realize the distorted ideas and genuine distress which they have given to the Freshmen, who have not the vaguest idea, often, of what "midyears" are like, and who cannot take a sensible attitude toward them. A Freshman said to the writer not long ago, "You are the first person who has said one encouraging thing about midyears; everyone has been frightening me." The upper classmen have a distinct responsibility toward the Freshmen in more ways than one; and especially at this time of the year, they have more influence than they realize. It is very easy for a girl to fail from pure nervousness and an all night "cram," while, under different circumstances, she would pass without difficulty. It is a very simple thing for the upper classmen to give 1914 an idea of how to spend the coming ten days in a sane, practical way, without worry and late hours. A small amount of common sense will carry every Freshman through with flying colors. 1912.

III.

The fact that "a low voice is an excellent thing in women" has recently been realized as a great truth, by some members of Wellesley College. Why any girl with the ordinary regard for others that is expected of a college student, should insist on running through corridors at midnight and waking people from deepest sleep, is quite beyond comprehension—it might be overlooked if it were a Freshman on her first night at Noanett but that anyone who has gone as far as College Hall in her career should behave so childishly is altogether disgusting.

Another time that this word of the immortal Shakespeare was brought home to some of us with force, was at Christmas vespers, when from the gallery it was quite impossible to tell whether the choir was singing "Silent Night" or "Blow ye the Trumpet."

College may fail to teach us some lessons about sins and tangents, but at least let us all learn the lesson of regard for others' sensibilities, if we have none of our own.

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FREE PRESS—Continued.

IV.

The editorial in your issue of January 11, 1911, mentions the desire of Wellesley College students for a course in the "World's Classics," in which they confess "they are wofully lacking."

Such a general and comprehensive course might, by collaboration of the several Departments of Biblical History for Hebrew, of English, of French, of German, of Greek, of Italian, of Spanish, for the classics of their respective fields, be presented in lectures with collateral readings in translations, and provide a scholarly and native interpretation, in English, of the chief masterpieces humanity has produced. T. C.

THE ERNST VON WOLZOGEN LECTURE.

On the evening of January 31, at Billings Hall, Wellesley is to have the privilege of hearing a lecture given by Ernst von Wolzogen, poet, playwright, and truly, as one critic has said, "a man of life and letters." The baron has played a large and interesting part in the movement begun some twenty years ago in Germany, for the popularizing of art, especially in such forms of entertainment as the variety show, burlesque, extravaganza, and the like. In company with such men as Otto Julius Bierbaum, Otto Eruh Hartleben and Detler von Lilienkron, he wrote his own poetic little ballads and chansons, and sang them to his own music, often on the boards or in the cabarets that this new entertainment made popular; and, in proof that art was not desecrated, it will be found that these series of poems still appeal, in their printed form, not only to the popular but to the literary epicurean with his carefully-chosen library.

Having tried his hand at comic opera, straight comedy, to say nothing of various forms of fiction, Ernst von Wolzogen has now turned his attention to the "Open Air" Theater. "Die Maebrant," given with great success in 1909 at the Open Air Theater in Wiesbaden, was the first play written expressly to suit the out-of-door conditions.

There is no quicker way to reach the people than through its amusements, thinks this very versatile man of letters, whom Germany includes in the very first rank of her present-day authors; and we look forward to his coming with great interest as that of a man who has successfully confronted the American manager who defends his cheap and tawdry productions with "We give the public what the public wants."

NOTICE—SHORT STORIES WANTED.

The chief and constant need of The Youth's Companion is for suitable short stories. These may be designed especially to interest boys or girls, or the whole household. They may deal with pathos, humor, adventure, heroism, with uncommon or with every-day events. In their appeal and their substance, they may fulfil these suggestions separately or by a blending of elements. They should never contain more than four thousand words, and may be as short as twelve hundred.

We will ask the writer to bear in mind that the ideal story for The Companion contains at least one effective incident and—more important still—deals with the formation or illustration of character. The range of possible topics is wide, even though fairy stories, religious and political stories, especially such as may excite controversy, are to be avoided. The element of love, employed incidentally and not as the leading motive, is by no means unsuitable in a story otherwise well adapted to the paper's use. Humorous stories and stories of adventure serve their purpose if they simply entertain; but writers of humorous stories should aim at comedy rather than at farce. All writers are urged to employ dialect as sparingly as possible.

The Youth's Companion is intended for intelligent young people, both boys and girls, and for general family reading. Therefore we cannot use the distinctively juvenile stories often sent to us.

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Unless by special arrangement for greater length, articles, not fiction, should be kept within one thousand words.

Like all editors, those of The Companion ask for legible copy, typewritten or manuscript, on one side of the paper only, not rolled, and accompanied with postage. Contributions are paid for at liberal rates, not fixed, immediately upon acceptance.

SPECIFIC NEEDS.

At certain times some of the needs specified below are more pressing than others; but there is no time at which the best stories of any of the following classes are not desired:

1. Stories for the first page, from 3,000 to 4,000 words in length; for boys, for girls, or for the whole family. For boys, the story of business, farm, school, college or domestic life—not primarily a story of adventure—is always welcome.

2. Stories for the second page, from 1,200 to 2,000 words in length; of feminine or masculine interest. There is always a place here for the best stories of a humorous turn.

3. Short stories of adventure, generally used on the last story page, from 1,500 to 2,500 words in length; stirring, plausible, and of healthy tone. There is no department of Companion fiction in which the demand is more steadily urgent.

CHRISTIAN SOCIALIST CENTER.

For the benefit of those interested in Socialism, the NEWS calls attention to the formation of an organization in Boston known as the Christian Socialist Fellowship. Its purpose is to "study the Socialist movement seriously in all its theoretical and practical phases." The organization plans to accomplish its work through a "school wherein the modern economic and ethical ideas can be taught to children in an interesting and effective manner, and through a regular Sunday meeting of adults, wherein Socialism will be presented in its constructive phases. It is planned to make this a genuine propaganda meeting for inquirers and students." These Sunday meetings are to be held in the Pierce building, Room 301, Copley square, Boston, at 3 P.M., and are to be addressed, for the present at least, by Mr. George Willis Cooke. Some of Mr. Cooke's subjects are: "Causes of Social Injustice," "Property or Human Life," "Classes and Class Consciousness," "Democracy and Socialism," "How Socialism will Come," "The Co-operative Commonwealth," "The New Social Vision."

ALUMNÆ NOTES.

In addition to notes concerning graduates, the Alumnæ column will contain items of interest about members of the Faculty, past and present, and former students.

Miss Margaret Sherwood, Associate Professor of English Literature, contributed to the December Atlantic a review of recent fiction. This article, entitled "Lying Like Truth," which gives a keen and illuminating analysis of current novels as well as certain fundamental suggestions about the aim of the American novel, has attracted wide attention.

Miss Margaret H. Jackson, Associate Professor of Italian, has an article on "Antonio Pucci's Poems" in the Codice Kirkupiano of Wellesley College, in Roumania, issue of April-July, 1910.

Wellesley is represented this year at the American College for Girls in Constantinople by Miss Louise I. Jenison, 1908, who is Instructor in Chemistry. The second of the college's public lecture course was given by Miss Elizabeth K. Kendall, Professor of History at Wellesley, on the topic, "A Visit to a Western Thibetan Lamasery."

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ALUMNÆ NOTES — Continued.

Miss Sarah S. Bauman, 1906, is teaching German in the High School at Camden, New Jersey. Her address is 429 Penn Street.

Miss Mary L. Marot, 1889-1891, visited Wellesley recently.

THE WELLESLEY CLUBS.

A Wellesley Club has been recently formed in Kansas City, with the following officers: President, Mrs. Willard R. Douglas, (Floyd Smith, 1897); Vice-president, Miss Catherine Bell Mapes, 1910; Secretary and Treasurer, Miss Elizabeth A. Sooy, 1906; Executive Committee, Miss Mary Rockwell, 1900; Mrs. Faun W. Freeborn, (Louise E. Baldwin, 1899); Mrs. Arthur D. Brookfield. A meeting will be held in January to decide on a means of raising money for the Students' building.

The December meeting of the New York Wellesley Club was held at the home of Mrs. Richard Billings, (May Merrill, 1895). Various plans for adding to the Students' Building Fund were discussed, the most satisfactory being an outdoor presentation of a play in the spring. The presence of the undergraduates was greatly appreciated by the club.

The Seattle Wellesley Club has presented a copy of the Alice Freeman Palmer Memorial to the Seattle Broadway High School. The speech of presentation was made by Mrs. J. Addison Campbell, (Anna S. London, 1880-1882).

The Boston Wellesley College Club held an informal meeting at the home of Mrs. Elizabeth Mathews Richardson, 1897, in Roxbury, January 7. The subject of the afternoon was "Social Service." Mrs. William Hill, (Caroline W. Rogers, 1900), spoke on the "Woman's Municipal League of Boston" and what the League does to improve the life of the city. Miss Lucy Wright, 1900, spoke on the work that is being done for the blind by the state. Miss Alice Walmsley, 1906, presented the work of College Settlements in general and Denison House in particular. Miss Mary Gilson, 1899, spoke of the work in salesmanship among the store girls, under the supervision of Mrs. Lucinda W. Prince, (1891-1893). Mrs. Alfred S. Clark, (Sue B. Ainslee, 1903), gave some of the problems of working girls. Miss Alice Hunt, 1895, spoke of the Child Labor Laws in Rhode Island. Following these talks, Mrs. John C. Hurll, (Estella May Hurll, 1882), spoke in behalf of the Anne Eugenia Morgan Memorial, and Miss Alice W. Stockwell, 1904, gave a report of the play, "Spanish Gypsy," to be given in Boston, January 20. An informal tea followed the meeting. The attendance at the meeting was large, about one hundred and thirty being present.

ENGAGEMENTS.

Miss Mary Louise Rogers, (Wellesley, 1898, and Brown, 1902), to the Reverend Frank Rector, D.D., of Pawtucket, Rhode Island.

Miss Mabel Bartlett Waldron, 1906, to Mr. Ralph Hayward of Salem, Massachusetts.

Miss Hattie Brown, 1907, to Mr. Ripley Watson, Rutgers, 1908, of Jersey City, New Jersey.

Miss Mabelle M. Russell, 1907, to Lieutenant John Mather, Coast Artillery Corps, brother of Alice Mather, 1906.

Miss H. Marguerite Draper, of the Class of 1911, to Mr. Walter Blair Adams of Boston, Massachusetts.

MARRIAGES.

Ashton—Richards. December 14, 1910, in Danvers, Massachusetts, Miss Harriet P. Richards to Mr. Joseph N. Ashton, Associate Professor of Music at Wellesley College, 1907-1908.

Ballou—Lynde. December 27, 1910, at Westminster, Massachusetts, Miss Grace Florence Lynde, 1909, to Mr. John Roscoe Ballou.

Farnham—Smith. December 29, 1910, at Harrisburg, Pennsylvania, Miss Florence Marie Smith, 1908, to Mr. Isaiah Henry Farnham of Wellesley, Massachusetts. At home, 1321 North 26th Street, Birmingham, Alabama.

Hatch—Smith. January 10, 1911, at Elm Ridge, Alton, Illinois, Miss Ellen Dean Smith, 1898, to Mr. Pascal Enos Hatch. At home after March 1, 1005 North 7th Street, Springfield, Illinois.

Garfield—Reynolds. January 12, 1911, at Syracuse, New York, Miss Ruby Jessie Reynolds, 1905, to Mr. Umberto D. Garfield. At home after March 1, 97 Hemenway Street, Boston, Massachusetts.

BIRTHS.

December 2, 1910, in Logansport, Indiana, a daughter, Harriet Lucy, to Mrs. Francis Watts, (Ethel Burnett, 1901).

December 8, 1910, in New Orleans, Louisiana, a second daughter, Martha Mary, to Mrs. Jesse C. Remick, (Edna Whidden, 1903).

December, 1910, in Sudbury, Massachusetts, a daughter, Nancy, to Mrs. Charles H. Way, (Florence M. Piper, formerly of 1903).

DEATHS.

December 11, 1910, Plainfield, New Jersey, Mrs. Annie K. Kampman, mother of Carol Kampman, 1902.

January 10, 1911, Reading, Pennsylvania, Mrs. J. W. Byrne, mother of Alice Hill Byrne, 1908.

January 11, 1911, Dover, New Hampshire, Mr. Arthur Gilman Tufts, brother of Miss Tufts,